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ABSTRACT

The relationship between teachers' personality factors and their willingness to comply with administrative directives is examined in this report. A random sample of 200 elementary school teachers in Mississippi received mailed questionnaires, of which 158, or 79 percent, responded. Survey instruments included the Wilkes and Blackbourn Zones of Indifference Instrument, which uses the concept of "zones of indifference" to describe the extent to which an individual will accept administrative directives, and Cattell's 16 Personality Factor Questionnaire. The Pearson product-moment correlation and stepwise multiple regression were used to analyze the data. Findings indicate that teachers most likely to comply with administrator-determined policy directives were characterized by trust, tender-mindedness, and shrewdness. Overall, teachers who were sober, conscientious, trusting, and tender-minded were more likely to comply with both teacher- and administrator-determined policy. An implication is that principals should consider teacher personality differences when formulating policy directives. Six tables are included. (8 references) (LMI)

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THE RELATIONSHIP BETWEEN TEACHERS' PERSONALITY FACTORS AND THEIR COMPLIANCE WITH ADMINISTRATIVE DIRECTIVES

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INTRODUCTION

Whether the "scapegoat" or the "last great hope", the school principal has been identified as the school leader who will move the organization toward success. The principal's performance is dependent upon the authority that person possesses with teachers. Teachers must be willing to comply with the principal's directives.

The literature describes the state of authority relationships in schools today as a "virtual revolution". Subordinates feel that they have the right to inquire behind the directives, make an independent judgment, and determine whether or not they will comply. The principal's position of authority does not guarantee compliance.

Barnard's theory of authority contended that the legitimation of authority rests with the members of the organization. His "zones of indifference" concept described the extent to which an individual will accept directives issued by authority figures. Among these directives, there are those that are clearly unacceptable and will not be obeyed; some that tend to be neutral, barely acceptable, or barely unacceptable; and a third group which are unquestionably accepted and obeyed, the "zone of indifference".

Compliance with "the law" in Weber's bureaucracy today is in jeopardy. Fiedler contends that the leader's performance may be determined by the leader-member relationship. Recognition of the personality factors of the

individual is critical to the success of the organization as described by Getzels and Guba's theory of administration as a social process. Argyris' theory asserted that personality is central to all organizational behavior.

THE PROBLEM

The problem was to determine if there were significant correlations between teachers' personality factors, as measured by Cattell's 16 Personality Factor Questionnaire, and their willingness to comply with the administrative directives, as measured by the Zones of Indifference Instrument. As a means of structuring the problem, answers were sought to the following questions:

1. Is there a correlation significantly different from zero between the teachers' personality factors and their compliance with the directives of their principals, as measured by factor 1 of the Zones of Indifference?

2. Is there a correlation significantly different from zero between the teachers' personality factors and their compliance with the directives of their principals, as measured by factor II of the Zones of Indifference?

3. Is there a correlation significantly different from zero between teachers' personality factors and their compliance with the directives of their principals, as measured by total score of the Zones of Indifference?

4. What combination of teacher personality factor variables best predict compliance with the principal's directives as measured by factor 1 of the Zones of Indifference?

5. What combination of teacher personality factor variables best predict compliance with the principal's directives as measured by factor II of the Zones of Indifference?

6. What combination of teacher personality factor variables best predict compliance with the principal's directives as measured by the total score of the Zones of Indifference?

Pearson product-moment correlation and stepwise multiple regression were used in the study to determine relationships between the teachers' personality factors and their compliance with administrative directives. The .05 level of significance was used to test the hypotheses inferred by the questions.

PROCEDURE

SUBJECTS. The subjects for the study were drawn from the population of elementary public school teachers in Mississippi. Twenty school districts were randomly selected to participate in the study. From each district, ten elementary school teachers (K-6) were randomly selected from an elementary school to produce a sample size of 200. Seventy-nine percent of the teachers responded for a total N of 158.

INSTRUMENTS. The Zones of Indifference Instrument (ZII), developed by Wilkes and Blackbourn, was used to measure teachers' compliance with the directions of their principals. In the development, responses were received from 104 teachers in four states. The instrument identifies two factors, administrator-determined policy and teacher-determined practice.

The instrument contains 71 items selected and labeled as to the factor each item represents. Response to each of the items is made on a four-point scale scored from one (a directive you would comply with without question) to four (a

directive issued by the administrator that you would question mentally and refuse compliance with unless forced to do so) with all items being scored in the same direction. A high score indicates a narrow zone of indifference (indicating infrequent compliance with administrative directives), while a low score indicated a wider zone of indifference (indicating greater willingness to follow directives). Alpha coefficients measuring internal reliability for the two factors and the total instrument are as follows: factor I (Teacher-Determined Practice), .92; factor II (Administrator-Determined Policy), .88; and the total instrument, .93.

Teachers' personality factors were measured by Form B of Cattell's Sixteen Personality Factor Questionnaire. Sixteen personality dimensions were measured by the 187 items. The use of factor analysis in the development of the questionnaire was a major advantage of this instrument. Correlating the scale with the pure factor it measured determined concept validity. Table I shows the validity for each of the 16 factors of personality.

Test-retest reliability of the instrument is indicated by the dependability coefficient. Dependability coefficients for the retesting of a group of 146 subjects after four to seven days are shown on Table 2.

TABLE 1
VALIDITY (FOR FORM B) FOR EACH FACTOR SCALE

A	B	C	E	F	G	H	I	L	M	N	O
.78	.44	.66	.64	.79	.69	.87	.75	.63	.73	.60	.81

Q1	Q2	Q3	Q4
.51	.70	.69	.59

TABLE 2
DEPENDABILITY COEFFICIENTS FOR FORM B

A	B	C	E	F	G	H	I	L	M	N	O
.75	.54	.74	.80	.81	.77	.89	.79	.77	.70	.60	.81

Q1	Q2	Q3	Q4
.70	.75	.62	.87

RESULTS

CORRELATING PERSONALITY FACTORS AND ZONES OF INDIFFERENCE

Table 3 depicts the simple correlation coefficients of personality factors and Zones of Indifference scores. Significant positive correlations were found for the personality factors E (Submissive vs. dominant), F (sober vs. enthusiastic), L (trusting vs. suspicious), and M (practical vs. imaginative). Significant negative correlations were found for personality factors G (expedient vs. conscientious), I (tough-minded vs. tender-minded), and N (forthright vs. shrewd). The data suggested that teachers who tend to be submissive, sober, practical, conscientious, tender-minded, trusting, and shrewd have wider zones of indifference for factor I of the ZII. Teachers with these personality traits are more likely to comply with directives that are considered teacher-determined practice.

Nine of the personality factor variables had a significant correlation with factor II (Administrator-Determined Policy) of the ZII. Significant positive correlations were found for factors E (submissive vs. dominant), F (sober vs. enthusiastic), L (trusting vs. suspicious), O (self-assured vs. apprehensive), and Q1 (conservative vs. experimenting). Significant negative correlations were found for factors C (affected by feelings vs. emotionally stable), G (expedient vs. conscientious), I (tough-minded vs. tender-minded), and N (forthright vs. shrewd). The data indicated that teachers who are

TABLE 3
CORRELATING PERSONALITY FACTORS AND ZONES OF INDIFFERENCE

Personality Factor Variable	Zones of Indifference		
	Factor I r	Factor II r	Total r
A Cool vs. Warm	-.02	-.03	-.02
B Concrete-Thinking vs. Abstract Thinking	.01	.03	.03
C Affected by Feelings vs. Emotionally Stable	.01	-.15*	-.06
E Submissive vs. Dominant	.19*	.17*	.20*
F Sober vs. Enthusiastic	.26*	.20*	.26*
G Expedient vs. Conscientious	-.23*	-.21*	-.23*
H Shy vs. Bold	.09	.01	.06
I Tough-minded vs. Tender-minded	-.23*	-.24*	-.25*
L Trusting vs. Suspicious	.19*	.30*	.24*
M Practical vs. Imaginative	.17*	.09	.14*
N Forthright vs. Shrewd	-.20*	-.19*	-.20*
O Self-assured vs. Apprehensive	-.02	.13*	.05
Q1 Conservative vs. Experimenting	.10	.19*	.15*
Q2 Group-oriented vs. Self-sufficient	.03	-.01	.01
Q3 Undisciplined Self-conflict vs. Following Self-image	-.08	-.11	-.10
Q4 Relaxed vs. Tense	.08	.11	.09

* $p \geq .05$

submissive, sober, trusting, self-assured, conservative, emotionally stable, conscientious, tender minded, and shrewd are more likely to comply with directives that are considered administrator-determined policy.

Eight personality factor correlated significantly with the total score of the ZII. Significant positive correlations were found for factors E (submissive vs. dominant), F (sober vs. enthusiastic), L (trusting vs. suspicious), M (practical vs. imaginative) and Q1'(conservative vs. experimenting). Significant negative correlations were found for the factors G (expedient vs. conscientious), I (tough-minded vs. tender-minded), and N (forthright vs. shrewd). The data suggested that teachers who are submissive, sober, conscientious, tender-minded, trusting, practical, shrewd, and conservative will have a wider zone of indifference. These teachers will be more likely to comply with administrative directives that are considered both teacher-determined practice and administrator-determined policy.

COMBINATION OF TEACHER PERSONALITY VARIABLES THAT WILL SERVE AS THE BEST PREDICTORS OF COMPLIANCE TO THE PRINCIPAL'S DIRECTIVES

Table 4 presents the results of multiple regression correlating personality factors with factor I (teacher-determined practice) of the ZII. Personality factors F (sober vs. enthusiastic), G (expedient vs. conscientious), I (tough-minded vs. tender-minded), M (practical vs. imaginative), and L (trusting vs. suspicious) entered the

regression equation. The set of variables explained 15.75% of the variance. Factor F (sober) had a significant positive correlation while factor G (conscientious) had a significant negative correlation.

Data in Table 5 show the relationship of the personality factors that entered the multiple regression equation with factor II (administrator-determined policy) of the ZII. Personality factors L (trusting vs. suspicious), I (tough-minded vs. tender-minded), N (forthright vs. shrewd), and Q1 (conservative vs. experimenting) entered the equation and accounted for 16.92% of the variance. Factors L, I, and N each yielded significant F values. Factor L (trusting) was positively correlated while factors I (tender-minded) and N (shrewd) were negatively correlated.

Table 6 presents a list of the personality factor variables that entered the regression equation correlating personality factors with the total score of the ZII. Variables F (sober vs. enthusiastic), G (expedient vs. conscientious), L (trusting vs. suspicious), I (tough-minded vs. tender-minded), and M (practical vs. imaginative) entered the equation and explained 17.40% of the variance. Factors F (sober) and L (trusting) had significant positive correlations while G (conscientious) and I (tender-minded) had significant negative correlations.

CONCLUSIONS

The results of this investigation appear to warrant the following conclusions concerning the relationship of

TABLE 4
RESULTS OF MULTIPLE REGRESSION CORRELATING PERSONALITY FACTORS WITH FACTOR I OF THE ZONES OF INDIFFERENCE

Variable Entered	Multiple R	R^2	Beta in	F
F Sober vs. Enthusiastic	.2621	.0687	.2621	11.43*
G Expedient vs. Conscientious	.3303	.1091	-.2025	6.99*
I Tough-minded vs. Tender-minded	.3594	.1292	-.1478	3.52
M Practical vs. Imaginative	.3811	.1452	.1289	2.86
L Trusting vs. Suspicious	.3969	.1575	.1155	2.20

*$F \geq 3.92$ significant at the .05 level

TABLE 5
RESULTS OF MULTIPLE REGRESSION CORRELATING PERSONALITY FACTORS WITH FACTOR II OF THE ZONES OF INDIFFERENCE

Variable Entered	Multiple R	R^2	Beta in	F
L Trusting vs. Suspicious	.3065	.0939	.3065	16.17*
I Tough-minded vs. Tender-minded	.3644	.1328	-.1993	6.94*
N Forthright vs. Shrewd	.3940	.1553	-.1516	4.10*
Q1 Conservative vs. Experimenting	.4114	.1692	.1224	2.57

*$F \geq 3.92$ significant at the .05 level

teachers' personality factors and compliance with administrative directives.

1. Teachers described as submissive, sober, conscientious, tender-minded, trusting, and shrewd were more likely to comply with the principals' directives of both teacher-determined practice and administrator-determined policy. Teachers who were described as practical were found to be more willing to comply with directives involved only with teacher-determined practice. Teachers described as self-assured, conservative, and emotionally stable were found to be compliant only for the administrator-determined policy factor.

2. Two personality factors were found to be significant predictors of compliance to directives involving teacher-determined practice. The personality traits of sober and conscientious described these factors.

3. Three factors related significantly and were identified as the best predictors of compliance to directives considered administrator-determined policy. Teachers who possess these characteristics are described as trusting, tender-minded, and shrewd.

4. Four factors were found to be significant as predictors of compliance to directives when the total score of the ZII was considered. Sober, conscientious, trusting, and tender-minded teachers were more likely to comply with both teacher-determined practice and administrator-determined policy.

TABLE 6
RESULTS OF MULTIPLE REGRESSION CORRELATING PERSONALITY FACTORS WITH TOTAL SCORE OF THE ZONES OF INDIFFERENCE

Variable Entered		Multiple R	R^2	Beta in	F
F	Sober vs. Enthusiastic	.2586	.0669	.2586	11.11*
G	Expedient vs. Conscientious	.3298	.1088	-.2061	7.24*
L	Trusting vs. Suspicious	.3704	.1372	.1742	5.04*
I	Tough-minded vs. Tender-minded	.3988	.1590	-.1547	3.94*
M	Practical vs. Imaginative	.4171	.1740	.1252	2.73

*$F \geq 3.92$ significant at the .05 level

This study indicates that principals should be aware of the differences in teachers' personalities when issuing administrative directives and how these differences relate to their willingness to comply with directives. Future studies should be conducted to determine factors that relate to compliance with administrative directives. An additional comparative study should be conducted involving secondary teachers.

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